

## **Resolution 174:**

**FORUM:** Economic and Social Council

**QUESTION OF:** Encouraging the private sector to invest in developing educational tools and facilities

**SUBMITTED BY:** Republic of Zimbabwe

THE ECONOMIC AND SOCIAL COUNCIL,

*Recognizing* the potential of the private sector to invest in education in Less Economically Developed Countries (LEDCs),

*Noting with approval* ECOSOC Resolution 2008/18 that reaffirmed “the critical role of education in the achievement of full employment”,

*Taking note* that the interests of the private sector lie in making a profit and as such most, if not all, ventures must result in profit,

*Noting with deep concern* the lack of public or private education in many LEDCs,

*Expressing its appreciation* for the United Nations’ fourth sustainable development goal (SDG) relating to education,

*Taking into consideration* that any attempt by the private sector to invest in education may influence the curriculum,

*Confident* that a good public image is a strong incentive for firms to invest in educational tools and facilities,

1. Calls upon private sector involvement to align with the receiving country’s needs instead of business interests, with said needs to be determined by each government as well as UN research from agencies such as the United Nations Educational, Scientific and Cultural Organization (UNESCO), which may include:
  - a) encouraging companies to invest in countries that have the greatest lack of education, not just in emerging markets that provide the greatest immediate benefit to investors
  - b) directing investments towards strengthening national education systems that have a greater reach (with government consent), instead of directing funds solely towards private schools
  - c) providing improvements to primary education as well, instead of mainly providing scholarships for and improvements in higher education
  - d) diversifying the forms of education depending on individual country needs, such as increased investment in technical training schools for specific disciplines instead of traditional school systems;
2. Encourages businesses to set up an employment plan in order to secure the best talents that come out of the educational system they sponsor so that they can immediately benefit from the graduating students and the talents they may have by:
  - a) having businesses sponsor select scholarships for students coming out of secondary education and who meet the company’s standards, with the following requirements:
    - i. scholarships totaling at least 0.01% of the company’s annual earnings
    - ii. students selected from multiple Member States
    - iii. guaranteeing successful graduates a job position at said company

- b) organizing and supporting education based competitions and rewarding those who excel in said competition with economic sponsorship:
      - i. these competitions would be at the primary and secondary level of education
      - ii. the nature of the sponsorships would be at the discretion of the company providing them
      - iii. these competitions would provide at least two incentives, advertising their final brand in rural areas and scouting future talent;
3. Suggests that companies create philanthropic divisions, and those with divisions already existing, such as those by Intel, Nokia, Cisco, and others, turn attention to:
  - a) raising money for schools in impoverished areas
  - b) supporting research and development of educational tools;
4. Supports the creation of an awareness campaign interested in areas which lack educational tools and facilities for the purposes including but not limited to:
  - a) inspiring firms and the private sector to invest due to:
    - i. a lack of competition in said areas resulting in increased profits due to the monopolistic environment
    - ii. a need for a good public image cemented by the company investing in the needy
    - iii. the recruitment of strong determined workers
  - b) adding educational tools and facilities to countries that especially need it, and those countries would be decided upon through:
    - i. child to school ratios
    - ii. child to textbook ratios
    - iii. school per city or village ratio;
5. Invites countries' participation in a UNICEF (United Nations Children's Fund) led program which will work with governments in order to specify ten countries with the lowest primary education rate with an informative mail being sent to pioneer companies in More Economically Developed Countries (MEDCs) encouraging them to invest in any of the following:
  - a) the participation process of building new facilities by means of both providing supervised labor force and finance
  - b) the provision of the necessary technological and basic equipment
  - c) the resource itself as in the factory or smart technology companies said equipments are developed at and monitoring the delivery process of the tools in order to ensure they are yielded to the necessary UFE official
  - d) the maintenance of current primary schools in LEDCs which do not offer a clean and sanitary area of learning;
6. Urges the Global Business Coalition for Education to work with its member companies to provide free or low cost supplies to areas in need determined by the:
  - a) percentage of the population in poverty
  - b) percentage of school aged children unable to attend school;
7. Further encourages the contribution of private sector companies on creating new education facilities and providing educative tools and equipment by means of:
  - a) a certificate given out by the UN called "Worldwide Education Friendly" to companies who have contributed to the development of education as in new facilities and providing necessary equipment for 5 years in a row as proof to be a worldwide education supportive company which will prove them to be trustworthy and sensible in their other businesses

- b) an annual gathering ceremony in honor of such private sector companies who have fulfilled the qualifications in order to receive the UN certificate of “Worldwide Education Friendly Company” and to celebrate their contributions hence to encourage many more
  - c) allowing the presence and mainstream of the media during improvement of education processes as in building new schools, maintenance of current ones, development of necessary equipment, and the giving out ceremony of the UN certificate of “Worldwide Education Friendly Company”;
8. Requests UNESCO develops and proposes innovative projects and action plans to Member States and companies on the development of educational tools and facilities, which will:
- a) provide incentives to companies such as but not limited to:
    - i. long term international economic benefits
    - ii. minor tax cuts or non-monetary support in spreading out internationally
    - iii. international promotion
  - b) be targeted to Member States and regions most in need of aid and renovation
  - c) be implemented by UNESCO and the concerned Member State’s government cooperatively
  - d) include the research and development of such tools by UNESCO and any company able and willing to do so;
9. Further urges the private sector to also invest in teachers in order to enhance the learning experience of students by:
- a) funding training facilities for teachers
  - b) awarding a portion of their funds to the salary of teachers to encourage more people to take these jobs, thus increasing the quality of the education students receive.